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F I S C A L I M P A C T R E P O R T

SPONSOR Lopez ORIGINAL DATE 2/6/18
LAST UPDATED _____ HB _____

SHORT TITLE Volunteer School District Ethnic Studies SJM 20

ANALYST Chilton

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total			See Fiscal Implications	Indeterminate	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Indian Affairs Department (IAD)

Public Education Department (PED)

Responses Not Received From

Higher Education Department (HED)

Office of African-American Affairs (OAAA)

SUMMARY

Synopsis of Memorial

Senate Joint Memorial 20 requests that the Legislative Education Study Committee (LESC), the Public Education Department (PED), the University of New Mexico College of Education jointly convene a task force to study further development of ethnic studies curricula in New Mexico schools, both in primary and secondary schools, and in institutions of higher learning.

The task force should include representatives from the following:

- University and public school ethnic studies programs
- We Are the Seeds and partner organizations [We Are the Seeds describes itself as “a charitable organization founded by a team of women who are dedicated to educating the world about art and culture as it relates to understanding Indigenous people, the history of the United States, and who we all are as American people today.”]
- Colleges of education and teacher preparation
- Office of African-American Affairs

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- All-Pueblo Council of Governors
- Engaging Latino Communities in Education (ENLACE)
- Public school representatives from a diverse selection of districts
- PED Hispanic education liaison
- PED director of the language and culture bureau
- Teacher unions
- Dual Language Education of New Mexico and other teacher organizations
- Other relevant groups or individuals.

The task force would be asked to report its findings to the LESC by November 2018.

FISCAL IMPLICATIONS

Time of the personnel involved would be taken from their other tasks. IAD comments that “The participation of the secretary for the Indian affairs department on the volunteer school district ethnic studies task force may require considerable time given its stated purpose--to study and identify the steps in developing ethnic studies curricula, including development of academic standards. Considering the Indian affairs department’s limited existing resources and limited budget, it might prove difficult for the department staff to support the task force requirements and responsibilities.” PED did not identify a fiscal impact on the agency.

SIGNIFICANT ISSUES

The memorial notes the importance of New Mexico’s cultural groups to the state, and also specifies the importance of a positive self-identification to children from minority groups. As a “majority minority state,” New Mexico’s school population is noted to be 75 percent children of color. Children of color are less likely to do well in school at this point; a positive self-identification through expanded ethnic studies availability might lead to better school performance for all groups. As stated by PED, “Ethnic studies promote multiculturalism and an appreciation for the contributions of multiple peoples... The inclusion of ethnic studies within social studies most effectively ensures the equal representation of cultural, linguistic and other richness among New Mexico families in instruction. It is in the best interest of students in the state to receive instruction that is inclusive of various ethnicities within the general curriculum.”

In support of these assertions, IAD indicates, “According to statements in SJM 20, ethnic studies curricula prepare students to be global citizens, with an appreciation for the contributions of multiple cultures. Ethnic studies benefit students in observable ways, such as engaging them academically, increasing their performance on academic tests, and developing a strong sense of self and personal empowerment. Ethnic studies have been taught in neighboring states and dramatically raised both achievement and graduation rates.”

TECHNICAL ISSUES

According to IAD, “The memorial tasks the task force to study and identify the next steps in developing ethnic studies curricula, including academic standards development, and provide a report with recommendations by November 1, 2018. This timeframe may constrain the

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thoroughness of the study and potentially prevent adequate development of the ethnic studies curricula and academic standards.”

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